EVALUATION OF ONLINE TEACHING PEDAGOGY'S (OTP) EFFECTIVENESS OF HISTORY AND THEORY OF ARCHITECTURE SUBJECT ON UNDERGRADUATES STUDENTS' ACTIVE EXPERIENTIAL LEARNING AND COURSE LEARNING OUTCOMES AT KAED, IIUM

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Abstract

Beginning from the year 2020, covid-19 pandemic has imposed on the abrupt necessity to change the teaching pedagogy - from face-to-face to online method- upon architectural schools, worldwide. The main challenge for academicians is to maintain the quality of architecture education, and ultimately its expected learning outcomes amongst undergraduate architecture students. The issue inquires upon how the new online teaching pedagogy (OTP) can sustain the quality of teaching method for students' active learning experience, and simultaneously achieving the course learning outcomes. Many recent researches have been done on the effectiveness of OTP in design studio based courses, post Covid-19 outbreaks, but not much on the theory subject courses. This is a research gap in the study of effectiveness of OTP in the undergraduate's theory subjects such as the History-and-theory-of-architecture course. In addition, the study emphasises on student-oriented active experiential learning. It attempts to relate the importance of students' accomplishments at the receiving end of the OTP's execution. Hence, this research aims to evaluate the effectiveness of the OTP of History-and-Theory-of-Architecture-3 subject at KAED, IIUM architecture school. The objectives are to evaluate the effectiveness of OTP from students' active online experiential learning, and to measure the effectiveness of OTP in achieving the course learning outcomes from the students' perspectives. The research methods include a descriptive content analysis and semi-open-ended questionnaire survey on 47 out of 57 samples students. The results have demonstrated that the current OTP approach in the course is indeed effective in obtaining good students' performance results through their active experiential learning and its approach towards the subject's interpretation has also proven to be effective from the students' perspectives. The challenges facing the OTP strategies is in finding the right balance between the active online learning experience and the execution of online courseworks. Future research can further be explored in a bigger context amongst other architectural institutions in moving forward towards a transformative and experiential teaching and learning to achieve better architectural education.

Keywords: Covid-19 Pandemic, Architectural education, Online Teaching Pedagogy, History-and-Theory-of-Architecture, Active and Experiential Learning, Course Learning Outcomes.

1. INTRODUCTION

Beginning from the year 2020, covid-19 pandemic has imposed on the abrupt necessity to change the teaching pedagogy - from face-to-face to online method- upon architectural schools, worldwide. After two years of adaptation to the new-normal practice in the endemic era, the online teaching delivery on theory subjects still continues.

The main challenge for academicians is to maintain the quality of architecture education, and ultimately its expected learning outcomes amongst undergraduate architecture students. The issue inquires upon how the new online teaching pedagogy (OTP) can sustain the quality of teaching method for students' active learning experience, and simultaneously achieving the course learning outcomes. Many recent research have been done on the effectiveness of OTP in design studio based, post Covid-19 outbreaks, but not much on the theory subject courses.

The paper highlights this research gap in the study of effectiveness of OTP in the undergraduate's theory subjects such as the History-and-theory-of-architecture course. In addition, the study emphasises on student-oriented active experiential learning as introduced in the course. It attempts to relate the importance of students' accomplishments as the receiving end of the OTP's execution. Hence, this research aims to evaluate the effectiveness of OTP of History-and-Theory-of-Architecture-3 subject at KAED, IIUM architecture school. The objectives are to evaluate the effectiveness of OTP from students' active online experiential learning, and to measure the effectiveness of OTP in achieving the course learning outcomes from the students' perspectives.

2. LITERATURE REVIEWS

As an introduction, this section starts with the discourse of recent findings on online teaching pedagogy (OTP) in various architecture subjects, the challenges that the subjects have to endure. Then, it further explains on the philosophical background behind the online teaching pedagogy (OTP) approach of History-and-Theory-of-Architecture-3 subject at KAED, IIUM. Finally, the reviews continue on the needs for students' active learning experience and course learning outcomes (CLOs), to be interpreted through the course work, so as to increase the efficiency of students overall performance upon completion of the course.

2.1 Online Teaching Pedagogy (OTP) Approach in Architectural Education

The restrictions of Covid-19 pandemic had imposed on the online or hybrid teaching and learning methods at all architectural schools worldwide. Despite the fact, the study emphasises on the need to integrate the new OTP approach in architectural education with students' active experiential learning in order to improve the effectiveness of the delivery of the course. This is deemed necessary as an academic's immediate response to a perceived failure of more traditional forms of instructions in theory courses, where students were required to simply memorise and reproduce instructional materials (Ackoff, 1974).

Anwar F. Ibrahim, et.al (2021) who explored the various aspects of teaching architecture in distance-learning format due to the COVID-19 pandemic situation, discovered that the unplanned switch from the traditional in-class to online teaching method the teaching process and educators and learners' responses. Technical difficulties, lack of training, and the psychological circumstances resulted from the uncertain situation all impacted the teaching process. It is evident that teaching basic design and design courses remotely embraces many challenges and requires enormous efforts from both faculty and students.However, the findings are based on design studio online learning. This paper highlights the research gap on the evaluation of theory subject, in particular the History and Theory of Architecture, as one of the core course from Undergraduate programme for the case study school of architecture, which is the scope of this research.

2.2 The Online Learning

According to Sarah Nguyen (2021), online learning is any type of learning that occurs on the internet could be considered online learning, also known as eLearning. Today, virtual learning is most often used to refer to asynchronous learning material, which allows for learners to engage with instructional material at their own pace, from anywhere, available at any time.

2.3 The Need for Active and Experiential Learning in Online Teaching Pedagogy

Salama, (2006 b) asserts that recent discourse on built environment education asserts that a course mission should foster a learning environment that nurtures exploration and critical thinking. Inquiry and investigation are now viewed as activities central to architectural pedagogy. In his quotes,

"This presents new opportunities for academics in architecture to strengthen the theory courses, to enhance the academics role in shaping architectural design education, and to improve the quality of that education".

Salama (2010) also claims that recent research on pedagogy indicates that the attention span of the average adult during a lecture is 8 to 10 minutes Since most lectures are at least 50 minutes and some lectures are scheduled for up to two hours, there is a serious disparity between our ability as educators to lecture nonstop and our students' ability to learn. According to Judith Liebman (1997), although some students learn best by listening, others have difficulty but find it easier to learn in more active learning environments that involve visual and critical thinking.Inquiry-based learning is an instructional method developed during the 1960s but continues to characterize current interests in higher education (Bruner, 1961, Ackoff, 1974, Salama,2009).

Active and experiential learning are sub-forms of inquiry-based learning (IBL), where students progress is assessed by how well they develop experiential, critical thinking, and analytical skills rather than how much knowledge they have acquired. Over the past decade several studies have emerged to challenge university educators to develop teaching approaches that represent transformative pedagogies, simply moving away from thinking of students as passive listeners to active learners (Salama, 2009). However, this would seem "easier said than done." According to Bonwell (1999), gradually and especially in recent years, the incorporation of active learning strategies into the daily routine of classroom instruction has become a necessity. While there is a surge in the development of knowledge on active learning (Judith S. Liebman http:// education.forum.informs.org/active.htm), one would limit this discourse to the characteristics of and the need for active learning.

2.5. The New Online Teaching Pedagogy (OTP) Approach of History and Theory of Architecture Subject

Bonwell (1996) prescribes that the major characteristic of active learning is that students are engaged in individual or group activities during the class session including reading, discussing, commenting, and exploring. While these activities are carried out by the students, they are facilitated by the professor, and students can receive immediate feedback. Notably, in active learning students are involved in higher order thinking that simultaneously involves analysis, synthesis, and evaluation of a wide spectrum of issues and phenomena. In the context of university classroom, active learning involves students in doing things and thinking about what they are doing. This, is the main emphasis of the new OTP's intention, in order to enable students to actively learn and experience the subject. Hence one would discover that instead of a full 3-hour lecture on a boring subject like History and Theory of Architecture, the full 3-hours lecture period is divided into other activities such as online class exercises, flipped classroom, and online quizzes

2.5.1 Course Synopsis of History and Theory of Architecture 3 (AAR3136

The course aims at acquainting students with the fundamental theory and history of East Asian and South East Asian Architecture by region and its built heritage. It also analyses the influences of conditions (of social, cultural, religious, ideological and technological factors), which influence the manifestation of heritage buildings and built environments. This course is a core course for architecture programme as required by Board of Architects Malaysia LAM-Part 1

2.5.2 The Course Learning Outcome

This course contains three expected learning outcomes. The first is to to enable students to identify and explain the various ideas, theories, technology, construction evolution and building materials. Secondly, to enable students to discuss the influences of conditions, which influence design approach.Finally, students are expected to be able to demonstrate the architectural vocabularies, diction and languages in design.

2.5.3 The Online Teaching Pedagogy (OTP) Mapping to Course Learning Outcomes (CLO) and Programme Learning Outcomes.

This section demonstrates how the instructor has mapped the Course Planning with the expected Course Learning Outcomes (CLO) and Programme Learning Outcomes (PLO?PO), to suit the online learning environment. For example, in order to achieve CLO1, the the course work is assigned in the execution of Assignments. online class exercises, studio trip observation sketches and online quizzes: **Table 1** summarises the approach in terms of mapping the course learning outcomes,Blooms taxonomy, programme outcomes and courseworks assessment methods. A more detailed mapping of the course learning outcomes and the assessment components distribution with programme outcomes considerations are attached in *Appendix 1*.

TABLE 1: MAPPING OF COURSE LEARNING OUTCOMES, PROGRAMME OUTCOMES (PO) AND ASSESSMENTS

Course Learning Outcomes		Bloom's Taxonomy			PO	Assessment Methods	Weightage (%)	Remarks
		C	A	P				
CLO 1	Identify and explain the various ideas, theories, technology, construction evolution and building materials.	1	1	1	1, 2,3,4,5, 6,7, 8 & 9	Courseworks: 1. Assignments (1 & 2); 2. Online class exercises	35 5	group works
CLO 2	Discuss the influences of conditions, which influence design approach.	2	2	2	1, 2,3,4,5, 6,7, 8 & 9	Courseworks: 1. Assignments (1 & 2); 2. Online class exercises	35 5	group works
CLO 3	Demonstrate the architectural vocabularies, diction and languages in design.	3	3	3	1, 2,3,4,5, 6,7, 8 & 9	Coursework 1. Studio Trip Sketches 2. Online exercises	5 5	group works
	Participation					Online Quiz (twice)	10	Individual
Total							**100**	

1. RESEARCH METHODOLOGY

1.1.The Methodology

This research starts by employing a descriptive content analysis of the course outline to interpret the subject's pedagogical approach upon the online teaching pedagogy (OTP) as well as ensuring students active experiential learning. In order to ensure the quality of teaching, the course teaching plan is mapped onto the expected course learning outcomes and programme learning outcomes; and interpreted through course works, such as group work assignments and in-class activities during online classes; synchronous individual online quizzes and individual participation throughout the course. The effectiveness of the new OTP approach is then tested on 57 sample of third-year students in the case study subject, History and Theory of Architecture-3 (AAR3136) Class, throughout Semester1, 2021/2022 session, at KAED, IIUM. A semi-open-ended questionnaire survey was distributed amongst them, at the end of the semester to obtain their feedback on the effectiveness of the OTP, based on their own active online learning experience. Out of the whole class, only 47 students had responded to the survey, i.e., about 82,4% of the total population sample. Qualitative analysis was used to interpret the findings of students' active learning experience using word cloud, based on their active learning experience of the subject; whilst, the Likert scale was used to measure the effectiveness of the OTP in obtaining the CLO, based on students opinions.

1.2.The Research Methodology Structure

The flow-chart below demonstrates the research methodology structure
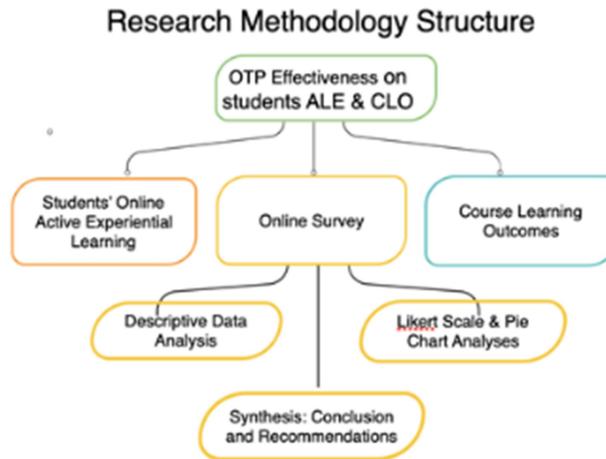
Figure 1: Summary of the Research Structure

2. ANALYSIS OF FINDINGS

This section demonstrates the analysis of the findings from the questionnaire survey. The responses are represented in the form of word-cloud and simple Likert scale to measure the effectiveness of students' active online learning experience in the subject, and the teaching pedagogy's achievement upon the expected course learning outcomes.

The questionnaire is divided into four sections, the first being the individual respondent's studentship details. The second section is on students' active online learning experience in History and Theory of Architecture subject. the third section, which is on students' opinion of the course objective achievements is disregarded as it is out of the context of the paper. The fourth section is on the effectiveness of the OTP on achieving the Course Learning Outcomes (CLO), based on students' perspectives.

4.1 Students Active Online Learning Experience (AOLE)

This section demonstrate the results of the aspects of AOLE that students learnt most from the subject. the majority of the answers are as highlighted in the word-cloud below. A total of 17% of the 47 respondents have contributed to the results. A more detailed answers are attached in **Appendix 2** on this topic.

Figure 1: Most Enjoyable Aspects of Students' Active Learning Experience in the course through OTP

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6. What aspect(s) of the online learning experience did you struggle to understand most, and why?
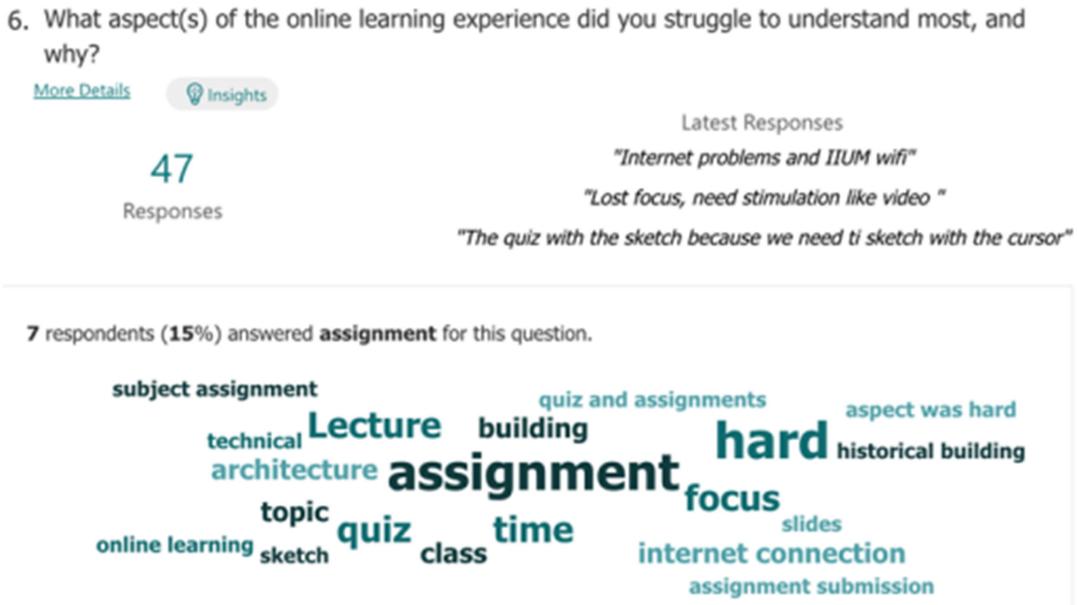
Figure 2: Most Struggling-to-Understand Aspects of Students' Active Learning Experience in the course through OTP

7. What aspect(s) of the online learning experience that can be improved to understand the course objectives and learning outcomes better?
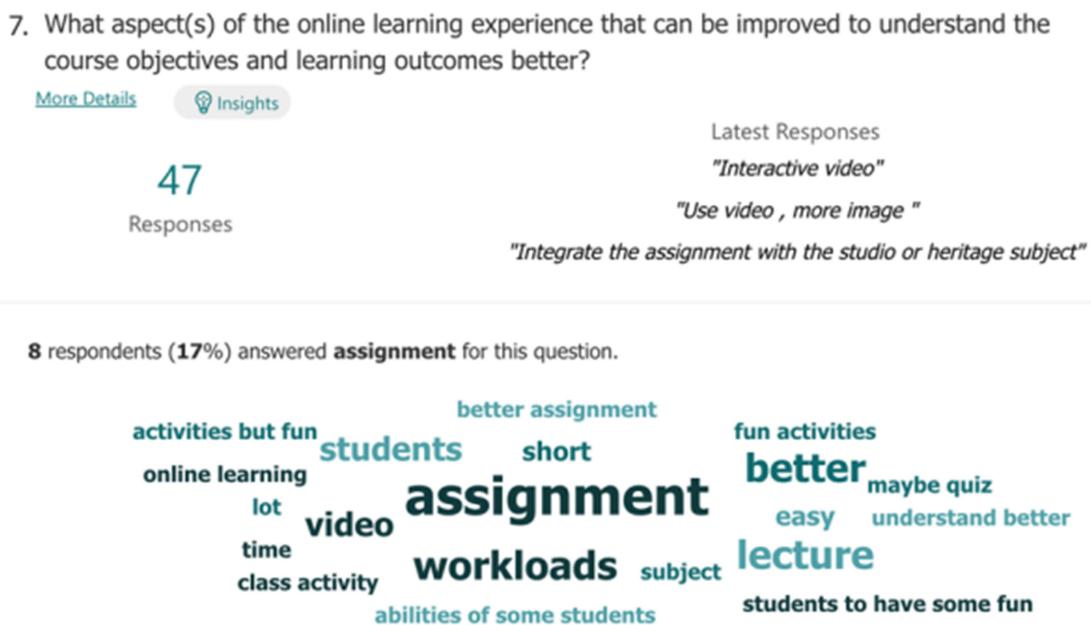
Figure 3: Aspects of Students' Active Learning Experience that can be improved in the course through OTP

Figure 4 & 5 demonstrate the students' measure of the OTP effectiveness and share their opinions of their overall views of Students Active Learning Experience in the course.

8. Rate the effectiveness of your learning experience in this subject through online teaching method.

More Details

■ Very Poor ■ Poor ■ Satisfactoy ■ Good ■ Excellent

effectiveness of learning experience

100%   0%   100%

Figure 4: Effectiveness of Students Active Learning Experience in the course through OTP

23. Overall, please share your views on the effectiveness of your learning experience in this course through online teaching pedagogy.

More Details   ⊙ Insights

Latest Responses

"Good'"

"Ok, need few improvement for the class, like make movie time by ..

"I would recommend for the lecturers to integrate the assignment ...

47
Responses

9 respondents (**19**%) answered **class** for this question.

class become more interesting   online teaching   class is effective
online learning country   assignment
experience time class
class/assignments   subject   online class
face class   effective   slides
focus in class   Overall is good   learning is effective   face to face   class activities

*Figure 5: Effectiveness of Students' Active Learning Experience in the course through OTP*

Based on the online learning experience that the students thinks can be improved in order to understand the course better, 17% of total 47 respondents answered the assignment as the OTP elements that can be improved..

Students' overall opinions on the effectiveness of their learning experience in this subject through online teaching pedagogy (OTP) are demonstrated trough the hLikert-scale results and the word-cloud analysis. from 19% of the 47 respondent who had answered and highlighted "Class" on the effectiveness of their learning experience

4.2. Effectiveness of Course AAR3136's OTP on Achieving Course Learning Outcomes,

As mentioned earlier, **t**he analysis of findings excludes Section3 of the questionnaire survey as it is found irrelevant to the scope of the paper's objectives. Section 4 of the questionnaire is on the effectiveness of the the said subject's OTP on expected students' learning outcomes. It consists of seven (7) questions. The following figures demonstrate the analysis of the results for each questions in the form of Pie Charts. 37, out of 47 respondents (78.7%) thinks that the online lecture do help them to achieve the course learning outcomes, whilst the other 10 are unsure or deny it.

15. Does the online lectures given help you to achieve the course learning outcomes?

More Details · Insights

● Yes — 37
● No — 1
● Unsure — 9
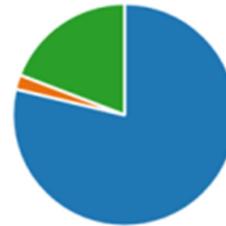
Figure 6: Effectiveness of OTP Lectures in achieving Course Learning Outcomes (CLO).

On the effectiveness of the assignments and online class exercises given, 34 out of 47 (about 72.3%) of the students view that the assignments and online class exercises are effective to achieve the course learning outcomes, whilst the other 27.6% disagree.

16. Does the assignments and online class exercises given help you to achieve the course learning outcomes?

More Details · Insights

● Yes — 34
● No — 1
● Unsure — 12
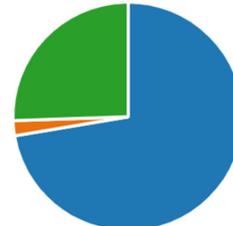
Figure 7: Effectiveness of OTP's Assignments and Online exercises in achieving Course Learning Outcomes (CLO)

The followings are respondents' feedbacks on the effectiveness of the OTP on each Course Learning Outcomes (CLO) from from Question 17 until 21. As demonstrated, all students are able to achieve CLO1 with majority rating in the good category, followed by satisfactory and excellent.

17. Rate how you are able to Identify, explain and analyse the various ideas, theories, technology, construction evolution and building materials used in different eras and phases of history at the different regions of East Asia and South East Asia from the ancient civilisation to the contemporary era

More Details

■ Very Poor ■ Poor ■ Satisfactory ■ Good ■ Excellent

Able to identify, explain and analyse the various ideas, theories, technology, construction evolution and...

100%   0%   100%
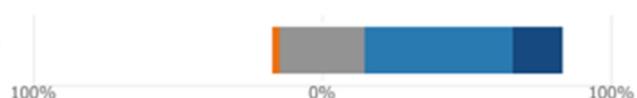
Figure 8: Effectiveness of the OTP on achieving CLO1

18. Rate how you are able to discuss the influences of conditions (geography, geology, religions, social and culture) under which the buildings, monuments and built environment were created.

Figure 9: Effectiveness of the OTP on achieving CLO2

19. Rate how you are able to Illustrate common Asian culture and values and how its essence were inculcated in the built environment and monuments.

Figure 10: Effectiveness of the OTP on achieving CLO3

20. Rate how you are able to demonstrate, analyse and display the application of architectural vocabulary, diction and languages from the lessons learnt from this subject into your design project.

Figure 11: Effectiveness of the OTP on achieving CLO4

21. Rate how you are able to define and apply the knowledge gained through this subject in your own design synthesis.

Figure 12: Effectiveness of the OTP on achieving CLO5

3. THE SYNTHESIS OF FINDINGS

The results synthesises that the OTP on students' learning experience of History and Theory of Architecture-3 (AAR136) subject is effective, with the only comment for improvement highlighted was on the assignment, which is only about 17% of the 47 respondents. this is due to the time constraints and existing heavier workloads from another two core course subjects, such as, Architectural Design Studio and Heritage Studies

courses.

The paper has demonstrated that the current OTP approach in History and Theory of Architecture-3 course is both effective in obtaining good students' performance from their active experiential learning through the course works given. This argument is supported by the final results analyses for both sections in the class as shown in ***Appendix 4***.The OTP's approach towards the subject's interpretation has also proven to be effective from the students' perspectives as shown in the survey results analyses, and in ***Appendixes 2 and 3***

4. CONCLUSIONS AND RECOMMENDATIONS

The challenges facing the Online Teaching Pedagogy (OTP) strategies is in finding the right balance between the active online learning experience and the execution of online lectures, exercises and assignments. Future research can further be explored in a bigger context amongst other architectural institutions in this country and moving forward towards a transformative and experiential teaching and learning in the effort to achieve better students' performance in architectural education.

5. ACKNOWLEDGEMENT

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APPENDIX 1.0:

Course Learning Outcomes		PLO	Map to Course Assessment Component	
			Course Works	

CLO1	Identify and explain the various ideas, theories, technology, construction evolution and building materials.	1 to 9	**Assignment 1.0 (Groupwork) (35%):**
			
			1. Manual Buildings Drawings & Analysis(10%) 30 x 30 cm.
			
			  - CLO1 & CLO3
			
			  - (PLO1, PLO2,, PLO5,
			
			   PLO6, & PLO8).
			
			2. Report (10%) (A4 size, 6 pages max building.
			
			  - CLO1, CLO2 & CLO3
			
			  - (PLO1, PLO4, PLO5,
			
			   PLO6, & PLO9).
			
			3. Video (10%) (max: 10 min)
			
			  - CLO1, CLO2, & CLO3;
			
			  - PLO1, PLO2, PLO3,
			
			   PLO4, PLO5, PLO6,
			
			   PLO7, PLO8 & PLO9.
			
			4. Selected Buildings' Timeline & Mapping Graph (5%).
			
			  - CLO1
			
			  - PLO5, PLO7, & PLO8.
				Assignment 2.0 (Group work) (35%):
				
				1. Computer-Aided Buildings Drawings & Analysis (10%) 30 x 30 cm.
				
				  - CLO1 & CLO3
				
				  - (PLO1, PLO2,, PLO5,
				
				   PLO6, PLO7, & PLO8).
				
				2. Report (10%) (A4 size, 6 pages max building.
				
				  - CLO1, CLO2 & CLO3
				
				  - (PLO1, PLO4, PLO5,
				
				   PLO6, & PLO9).
				
				3. Video (10%) (max: 10 min) -
				
				  - CLO1, CLO2 & CLO3
				
				  - PLO1, PLO2, PLO3,
				
				   PLO4,
				
				   PLO5, PLO6, PLO7,
				
				   PLO8 & PLO9
				
				4. Selected Buildings' Timeline & Mapping graph (5%)
				
				  - CLO
				
				  - PLO1,PLO5, PLO7, &
				
				   PLO8

			Assignment 1.0 (Groupwork) (35%):	Assignment 2.0 (Group work) (35%):
CLO2	Discuss the influences of conditions, which influence design approach.	1 to 9	1. Manual Buildings Drawings & Analysis(10%) 30 x 30 cm. - CLO1 & CLO3 - (PLO1, PLO2,, PLO5, PLO6, & PLO8). 2. Report (10%) (A4 size, 6 pages max building. - CLO1, CLO2 & CLO3 - (PLO1, PLO4, PLO5, PLO6, & PLO9). 3. Video (10%) (max: 10 min) - CLO1, CLO2, & CLO3; - PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8 & PLO9. 4. Selected Buildings' Timeline & Mapping Graph (5%). - CLO1 - PLO5, PLO7, & PLO8	1. Computer-Aided Buildings Drawings & Analysis (10%) 30 x 30 cm. - CLO1 & CLO3 - (PLO1, PLO2,, PLO5, PLO6, PLO7, & PLO8). 2. Report (10%) (A4 size, 6 pages max building. - CLO1, CLO2 & CLO3 - (PLO1, PLO4, PLO5, PLO6, & PLO9). 3. Video (10%) (max: 10 min) - - CLO1, CLO2 & CLO3 - PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8 & PLO9 4. Selected Buildings Timeline & Gapping graph (5%). - CLO - PLO1,PLO5, PLO7, & PLO8

| CLO 3 | Demonstrate the architectural vocabularies, diction and languages in design. | 1 to 9 | **Assignment 1.0 (Groupwork) (35%):**

1. Manual Buildings Drawings & Analysis(10%) 30 x 30 cm.

- CLO1 & CLO3

- (PLO1, PLO2,, PLO5,

PLO6, & PLO8).

2. Report (10%) (A4 size, 6 pages max building.

- CLO1, CLO2 & CLO3

- (PLO1, PLO4, PLO5,

PLO6, & PLO9).

3. Video (10%) (max: 10 min)

- CLO1, CLO2, & CLO3;

- PLO1, PLO2, PLO3,

PLO4, PLO5, PLO6,

PLO7, PLO8 & PLO9.

4. Selected Buildings' Timeline & Mapping Graph (5%).

- CLO1

- PLO5, PLO7, & PLO8 | **Assignment 2.0 (Group work) (35%):**

1. Computer-Aided Buildings Drawings & Analysis (10%) 30 x 30 cm.

- CLO1 & CLO3

- (PLO1, PLO2,, PLO5,

PLO6, PLO7, & PLO8).

2. Report (10%) (A4 size, 6 pages max building.

- CLO1, CLO2 & CLO3

- (PLO1, PLO4, PLO5,

PLO6, & PLO9).

3. Video (10%) (max: 10 min) -

- CLO1, CLO2 & CLO3

- PLO1, PLO2, PLO3,

PLO4, PLO5, PLO6,

PLO7, PLO8 & PLO9.

4. Selected Buildings' Timeline & Mapping Graph (5%).

- CLO

- PLO1,PLO5, PLO7, &

PLO8 |

APPENDIX 2.0:

TABLE #: Students' views on the effectiveness of learning experience in History and Theory of Architcture 3 course through online teaching pedagogy

Learning experience in this subject is very good and something new such as travelogue sketches and so on but it need to reduce a bit of workload. So, it can be a great experience and fun assignment

It was full of challenges but overall interesting

to be honest, i think this course is quite interesting. i like how the lecturer explain about the buildings from other countries during lecture. and i also love how she encourage us to use the medium such as prezi. so creative and more effective for me personally. maybe if we are not too busy with design and heritage, i personally think we can enjoy this course so much

The online learning is effective as there are some activities being done together, the lecture were also being taught well, workloads can be reduced so we can have more fun activities and learning.

to be honest, i do love face to face class more than online teaching. however, because of all the in class activities that incorporate in online class, the class become more interesting and interesting, although there are times that its quite hard to understand, after reading back the slides and also did the quiz, it helps my understanding

I really enjoyed it even though it was an online class

Online learning teaches a lot especially when we can rewind the videos

quite okay but it is quite heavy for me since we are having many subjects within this semester. Overall, thank god and alhamdulillah, i can manage this subject quite well until the end of semester.

Effective, but took time to keep up.

Overall, the online learning was effective as it gave me the inputs of the course. The assignments also helped me understand the course better.

It's all good, just if we can have a sufficient time to have a deeper understanding towards each country learned with different experiences through online teaching method

For me, overall learning experience is good and adequate.

Less in class/assignments. More deep details lectu re or learning through movie/video.

So far it was an interesting course, one of its kind, enjoyed the experiences

The only negative aspects are the idea of peer evaluation from(groupmates) and the high workload, But it was all worth it in the end
Alhamdulillah

Good and can be improved.

I think it is great even though sometime it takes for me a few time to understand

Good

From my point of view, history subjects tend to have different effects on people, some enjoy reading and words, this excel in this subject. Some might not feel the same way. It is important to incorporate teaching methods that can cater to both parties to increase effectiveness. From my experience, the approach done is quite effective whereby activities that involve participation from students were carried out, coupled with the normal teaching session.

Upon reading the slides and researching the theories and philosophies of ancient and historical architecture, I've grown more fascinated with the subject and decide to do more reading regarding this subject.

It is working great however i still think the physical class would achieve much more instead because people will be more focus

Ok

Overall is good

i found it fun as it requires lot of team work with friends so it does help to boost the energy to learn more and do the coursework with friends. also the project and assignment is fun !

I really appreciate the lecturer's effort in handling this online learning which is more challenging than the face to face classes.

Everything was great except maybe lighten the workload a bit for the subject's assignment in the future.

Interesting and fun :>

i think it will be no difference learning this subject through online or face to face, the class is effective but staying focus in class is so hard especially when it is conducted online.

good

Good

Online learning is effective when students need time to process the information given by lecturers, thus I think it is very convenient as I get to catch up what i missed since everything were presented on screen so I can either scree-record or screenshot the slides for my personal reference when needed while studying and doing my assignments

good

It was exciting to know the history of other countries through the assignment and exercise given

quite interesting perhaps could be better if it is face to face

It was okay

Overall good, the topics and the assignments were sometimes not as clear to us .
Online Assessment method (quiz) was not efficient .

In-class exercise makes it fun

I wish it was f2f

Interesting

First of all, thank youuu soo much madam for sharing with us lots of knowledge. Really love it when get to know the culture of every country. But due to our short time, i dont feel to enjoy it. I really love it when reading your slide, get to know more about the country but for me i need more time to analyse and understand it. If not, it just like masuk telinga kanan keluar telinga kiri. But dont worry madam, with the informative slide that you provided for us, in sha allah we still can read it and can understand more in the future. Thank youuu soo much madam for everything you have done for us. May Allah ease youu and your family always aamiin. And we are truly sorry for everything that maybe ada terluka hati madam ke or

coming late to the class, we really2 sorry madam🙏 lastly, hope you always keep smiling and be happy,

madam😘assalamualaikum madam❤

Interesting, Informative, slightly tired

Good

Love the style of the lecture that not focus only at slide but the way of the alternative is a bit surprised and do not have enough preparation

Good

I would recommend for the lecturers to integrate the assignment with the studio subject and heritage since the heritage is one of the subject that relate to history.

Ok, need few improvement for the class, like make movie time by watch movie that have architecture from different country, student can see the culture and know how the people from old time live in different type of building, class more interesting and student will no lose focus

Good

APPENDIX 3.0:

TABLE 3: Students' perspective on active learning experience in History and Theory of Architecture 3 course through online teaching pe

What aspect(s) of the online learning experience did you learn and/or enjoy most, and why?	What aspect(s) of the online learning experience did you struggle to understand most, and why?	What aspect(s) of the online learning experience that can be improved to understand the course objectives and learning outcomes better?
.	Amount of assignments	Requirement of assignments
Travelogue sketch because it is a new experience for me to sketch while travel with friends	-	Create a better assignment brief that is clear.
The team work discussion	The quiz	The assignmnets
Presentation session. because i can see the creativity from all groups in making video, boards etc beside gaining new knowledge	gatherinh the infomation about the building. some building doesnt have enough info/updated info	i think so far all good
presentation methods	quiz and assignments	more activities, less workloads
the in-class activity partly because it is exciting	the amount of sketches needed to produce but looking back, i actually enjoyed it	maybe can increase more fun in class activity
I feel like I was travelling around the world	About culture and beliefs and how it relates to architecture	Reduce workload
The new software and applications that could be used	Some of the applications that were being used were new to me	More understanding on using the applications
Learning new things about history accross the countries	The difference on architectural style within each country, but it is quite interesting.	In terms of assignments and class activities can be improve so that students will enjoy and learn better throughout the semester.
The fact that there are different types of activities to understand a topic.	Struggling to keep up with too many requirements and workloads while having to focus to other heavy subjects as well.	Lessen the requirements and workloads and instead, do less activities but fun and informative.
The assignment gave us experience on exploring the architecture and develop our skills and creativity with digital platform.	Some topics that has a lot of contents which is quite difficult to digest.	Some quizzes or games are recommended to be done as they are interesting and helping in understanding the course.
The open-ended questions games where students can just answer anything unknowingly because its not sleepy and need us to think to answer the questions	To understand each topic because its history subject, too many slides to read and understand.	Having gaps between online classes such as times to rest or revise back the topic taught.
Online learning saves time and energy as students can access the learning at room without going to the kuliyyah and still getting good quality of lecture inputs.	Some topics need extra times for full understanding because the topic and notes are too long.	More hybrid learning if possible as students may get more benefits using this methods.
Not really enjoy online learning	Misinformation	Less activities and in class task, more deep details lecture
It was very busy and a creative approach in delivering the information, i enjoyed the creativeness of the work, like sketching, live sketching0 and video making and so on it was fun	What was hard about this course is that ot was super confusing because there were many building typologies many themes and many buildings in addition to many submissions and work to do, the workload was quite high, and the last quiz was quite tough and confusing too given the app used . For Example time was too short for each question, plus the mcq part i didnt know that we could chose more that 1 answer because usually mcq is just 1 choice .	Just Less workload
Can rewind back in parts that i didn't understand.	Distractions.	Make the lecture short and sweet.
In terms of the lecture topics delivered by the lecturer because most of the topics open my mind toward architecture style each country all over the world	in terms of the number of slides presented by the lecturer because sometimes it too a lot until I lost my focus during the class	maybe can reduce the number of slides. make it short but easy to understand.
Less tiring, and updated with this generation's need of technology	Lecture because we have to sleep late night to do the assignments and get sleepy during the class	Less assignment
Being able to learn new things at a very fast pace. Knowing me, I can hardly make time for additional learning because of all the work needed to be done.	Having an unstable internet connection can make it hard to understand the lesson. Learning about new platforms for assignment submission is no different too. In my opinion, this can affect one's work quality	Fun activities that include participation from students can be incorporated into the teaching process for they can help students understand better, not to mention staying awake during the class. These activities should not impose pressure, instead, they will make the students enjoy what they are learning.

The exploration of utilising digital softwares in new ways	Sometimes instructions were vague and the time taken to accomplish a task wasnt enough. Lack of technical abilities could also be an issue.	Provide a clear instruction on how to use sharepoint. Allocate sufficient time for the assignments given since the usual time given is not enough, (due to the lacking technical abilities of some students as well). Ask students on their time management ability and weightage of prioritised subjects before giving assignment workloads since it could affect the progress of prioritised subjects. Students could lose interest in the subject if they think it's a burden, despite the subject being very interesting and actually fun to learn about.
The sketches for in class activity	To stay focus in class because we got easily distracted with things around us	More fun activities like Kahoot or Quizizz. The rapid 4 lectures scheming didnt seem to work wel
The lecture about history of Asian country is the most enjoyed because I will know how they manage to overcome the obstacles and become a developed country	The timeline of the history for each country because I need to remember/ memorize what happened for every era.	The lecture notes. Maybe should have a video about the timeline history for each country so it will easy to understand or remember rather than making a lot of pages of lecture notes on slides
Studying historical building, because i got a lot of knowledge and idea on how the older architecture actually works.	Sketching and analysing the historical building, because it was very hard to analyse with a limited information.	Maybe with a lesser workload.
during the groupwork, as i enjoy do it with my friends	maybe during the lecture.	the project brief
The part that i enjoy the most is the part when i don't have to wear hijab during classes. Online activities could be fun sometimes	I'm struggling to stay focus for hours. It's hard to focus for a long period.	In my opinion online learning would be more effective with short and straight to point content. If the content is a lot, i recommend to have break every 40 minutes. InshaaAllah
The mode of the presentation being done because it was more convenient doing it online and the videos were produced were great.	No particular aspect was hard to understand throughout the learning process. Everything was quite clear.	It is better if the experience with using microsoft sharepoint as the platform for compilation of works and learning materials could be improved. It was quite a hassle everytime we had to ask for access in order for us to put our works in the links provided.
Making collage with my groupmate. It is very informative and we learn a lot about the history of some buildings	The quiz especially the drawing part since we have to use mouse and it was hard to draw the answer	A suitable method for quiz which is easier to access and answer.
quiz and doing few interesting assignments because the pop quiz is kinda fun sometimes, i like the 2nd assignments bcs i enjoy doing collage	the internet connection bcs sometimes during a presentation there is always a technical issue happened and online learning with inconvenient platform to deliver the slide or submit assignment is hard. sometimes it so complicated to use it. for understanding, i think everything is delivered very good	maybe we can watch a lot of videos, different approach to introduce the country and the architectural background
every country has its own uniqueness and history of the building	sometimes the problem is because the internet connection	less assignment, more focus on the understanding
More game included in the lecture could make the students more focus to the lecture.	The brief should be more clearer and easy to understand.	Time of teaching should not be exceed.
What I enjoy most with online learning is that I can interact with the whole class as I feel like everyone is present, watching and listening at the same thing though we are on screens. I feel like our focus got so much better as it is very convenient for us to go online right away when class started	I think I struggled the most with attendance because at times even though I am present, I forgot to fill in the attendance as I got distracted preparing for the class with my notes and everything	I think online learning can be improved better if everyone can open their camera
The understanding	the practice	The delivery
The moment I enjoyed the most is when it comes to our presentation where I could see the creativity of every group.	I think the lectures are mostly not understanable as there was alot of things to learn in just 1 country and we have 10 counties to learn in 1 semester..	The way of lecture being conducted and more Class activities
video presentation, happy to see friends skill	can't clearly see what is highlighted for certain topic as sometimes that part is about details	maybe quiz every classes but no marks, just to recap what we learn throughout the class
Group work	Lecture input because the scope was a bit too wide	Specify the scope of study maybe
Historical asian architecture Different architectural typologies	Some point were kinda unclear when it comes to Historical asian architecture	Class duration Preferably to be shorter class with a more relatable topics.
In-class activities cause it's fun	Lecture	Interesting lectures
Architecture	Architecture	Architecture
Doing the collage because it is improve my photoshop skill	When we have to find some information and technical drawing for the building and it was so difficult. Some of the building did not have the information and all the details	The quizziz. It maybe can change to other method that more easier

When asking about our opinion because it is interesting to know how people feel and think	The first time submit the assignment thru sharepoint but now alhamdulillahh im okay with it	Can transform it into comic or images
learn new country history, their story	The theory 😅 and architecture terms/ philosophy bcs still not used to it	Video
I dont have to rush to venue and just get in class in time.	Internet connection especially in mahallah	For the quiz, its better using google form to answer than just random website
I love to learn the history of the building and enjoy the sketches	Struggle to finish the assignment because the assignment a bit heavy compare other subject assignment	Need to the amount of assignments or need to integrate with design subject
New knowledge and activities are fun	Most of them are clear	Use quizes and fun activities for students to have some fun while also understand all the knowledge.
I learn interms of improving my sketch skills	The quiz with the sketch because we need ti sketch with the cursor	Integrate the assignment with the studio or heritage subject
Save time, don't need to go to the class	Lost focus, need stimulation like video	Use video , more image
Interactive quiz, play and learn. Eg : quiziz	Internet problems and IIUM wifi	Interactive video

APPENDIX 4.0

ANALYSIS OF STUDENTS' RESULT

Course Code : AAR 3136   Section : 1
HISTORY AND THEORY OF ARCHITECTURE 3

GRADE	NO OF STUDENTS	% BASED ON GRADE	GRADE	NO OF STUDENTS	% BASED ON GRADE
A	12	48.00	PASS	0	.00
A-	11	44.00	AU	0	.00
B+	2	8.00	I	0	.00
B	0	.00	IP	0	.00
B-	0	.00	Total	25	
C+	0	.00			
C	0	.00			
C-	0	.00			
D	0	.00			
D-	0	.00			
E	0	.00			
F	0	.00			
Y	0	.00			
CO	0	.00			
AP	0	.00			
W	0	.00			
P	0	.00			
PR	0	.00			

ANALYSIS OF STUDENTS' RESULT

Course Code : AAR 3136   Section : 2
HISTORY AND THEORY OF ARCHITECTURE 3

GRADE	NO OF STUDENTS	% BASED ON GRADE	GRADE	NO OF STUDENTS	% BASED ON GRADE
A	19	59.38	PASS	0	.00
A-	13	40.63	AU	0	.00
B+	0	.00	I	0	.00
B	0	.00	IP	0	.00
B-	0	.00	Total	32	
C+	0	.00			
C	0	.00			
C-	0	.00			
D	0	.00			
D-	0	.00			
E	0	.00			
F	0	.00			
Y	0	.00			
CO	0	.00			
AP	0	.00			
W	0	.00			
P	0	.00			
PR	0	.00			
FR	0	.00			